

## CTE/ROP Veterinary Assistant I 1/2

### San Diego County Office of Education - Sweetwater Union High School District Pacing Guide/Course Description

<b>Course Length:</b> 2 Semesters	<b>Classroom Instruction:</b> 180 hours
<b>SUHSD Course Number:</b> 97024/97275	<b>Grade Level:</b> 9, 10, 11, 12
<b>SDCOE Course Number:</b> 402005	<b>SDCOE Total Hours:</b> 389 hours
<b>CBEDS Number/Title:</b> 4298/Other Health Science and Medical Technology	<b>Year of Implementation:</b> 2011
<b>Course Pre-requisites:</b> None	<b>Articulation (school/credits):</b> None
<b>CTE Industry Sector:</b> Agriculture and Natural Resources	<b>CTE Pathway(s):</b> Animal Science
<b>Job Titles:</b> Veterinary Assistants and Laboratory Animal Caretakers, Veterinary Technologists and Technicians, Veterinarians	
<b>Credential Information:</b> Preliminary or Clear Full-Time Designated Subjects CTE Teaching Credential in Agriculture and Natural Resources	
<b>Required Textbooks:</b> None	
<p><b>Course Description:</b> This course provides entry-level training in the unlicensed veterinary assistant field. The course includes (but is not limited to) animal handling and restraint, health and safety, sanitation, surgical preparation, anatomy, physiology, medical terminology, infectious diseases, instrument and equipment identification, vaccine preparation and injection techniques, laws and ethics, and veterinary office procedures. As part of the instruction, reinforcement of basic skills is provided to assist students in practicing communication skills, speaking clearly using standard English, utilizing listening skills to follow directions, practicing basic math skills as applied to a medical setting, and reading to gain information and to perform assignments and tasks as directed. Students who complete this course receive a list of occupational skills which may help them to obtain an entry-level position in a small animal veterinary hospital, boarding kennel, animal control agency or humane society.</p>	

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### **Semester 1**

Unit 1: Orientation  
Unit 2: Health and Safety  
Unit 3: Medical Terminology  
Unit 4: Breed identification  
Unit 5: Behavior Assessment  
Unit 6: Handling and Restraint  
Unit 7: Anatomy/Physiology  
Unit 8: Physical Exam  
Unit 9: Infectious disease  
Unit 10: Medication and Grooming  
Unit 11: Sanitation and Surgical  
Unit 12: Medical Math  
Unit 13: Injection Techniques  
Unit 14: Vaccinations  
Unit 15: Ectoparasites  
Unit 16: Endoparasites  
Unit 17: Office procedures  
Unit 18: Human Animal Bond  
Unit 19: Job Search Instruction  
Unit 20: Laws and Ethics  
Unit 21: Career Development

### **Semester 2**

Unit 1: Health and Safety  
Unit 2: Veterinary Laws and Ethics  
Unit 3: Medical Terminology  
Unit 4: Anatomy  
Unit 5: Breed Identification  
Unit 6: Handling and Restraint  
Unit 7: Sanitation and Surgical  
Unit 8: Physical Exam  
Unit 9: Medication & Grooming  
Unit 10: Injection Techniques  
Unit 11: Medical Math  
Unit 12: Endoparasitology  
Unit 13: Office Procedures  
Unit 14: Reptiles  
Unit 15: Laboratory Animals  
Unit 16: Job Search Instruction  
Unit 17: Career Development

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<u>Semester 1 - Unit 1 – Orientation (4 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of education needed to become a Veterinary Assistant</p> <p><b>1B</b> - Knowledge of the job opportunities in Veterinary Medicine, and different salary ranges</p> <p><b>1C</b> - Understanding of a Veterinary Hospital layout/inventory, prescription food/medicine, shampoos/conditioners, medicated dips, brushes, and other products sold in hospital for dogs and cats</p> <p><b>1D</b> - Knowledge of opportunities available through vocational Education</p> <p><b>1E</b> - Knowledge of San Diego Mesa College to attain an Animal Health Technology Degree in prep for State Board Exam to become a Registered Veterinary Technician</p> <p><b>1F</b> - Demonstrates the various job responsibilities as a Veterinary Assistant/ Technician</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/CPM/</b>  <b>3.1</b> Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.  <b>3.2</b> Understand the scope of career opportunities and know the requirements for education, training, and licensure.  <b>3.3</b> Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.  <b>3.4</b> Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.  <b>3.5</b> Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.  <b>3.6</b> Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/A/1.3HSS/ECON/G12/</b>  <b>(12.4.3)</b> Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.  <b>*ANR/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and</p>	<p><b>1A – 30 minutes:</b>  Veterinary Assistant Program</p> <p><b>1B-1C – 1 hour:</b>  Veterinary medicine in general/inventory</p> <p><b>1D – 1 hour:</b>  Vocational Education</p> <p><b>1E - 1 hour:</b> Animal Health Program</p> <p><b>1F – 30 minutes:</b> Job Responsibilities</p>	<p>Registered Veterinary Technician</p> <p>Doctor Veterinary Medicine DVM</p> <p>Veterinary Medical Doctor VMD</p> <p>Veterinary Technician</p> <p>Veterinary Assistant  Veterinary Technician  Specialist</p> <p>Veterinary Doctor  Specialist</p> <p>Occupational Safety  Health Administration  (OSHA)</p> <p>Biohazard waste  Job tasks</p>	<p><b><u>Teacher Resources:</u></b>  *Textbooks:  1. McCurnin: Clinical Textbook for Veterinary Technicians  2. Baker: Introduction to Veterinary Science  3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  *Textbooks:  1. McCurnin: Clinical Textbook for Veterinary Technicians  2. Baker: Introduction to Veterinary Science  3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>

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	<p>sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.                  *ANR/A/1.3HSS/ECON/G12/  <b>(12.2.2)</b> Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products</p>		
<p><b>Suggestions/Assessments:</b></p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• The history of Veterinary Medicine</li> <li>• The difference between small, large, exotic, marine Veterinary Hospitals</li> <li>• Student takes quiz at end of Health and Safety Unit</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• Course textbook reciprocal teaching group activity</li> <li>• A hospital layout gallery walk group activity</li> </ul> <p><b>Comments:</b></p>			

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<u>Semester 1 - Unit 2 – Health and Safety (12 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Demonstrates knowledge of common zoonotic diseases.</p> <p><b>1B</b> - Demonstrates knowledge of zoonotic diseases transmission</p> <p><b>1C</b> - Demonstrates which animal carries what disease's</p> <p><b>1D</b> - Understands the signs/symptoms of sick animals</p> <p><b>1F</b> - Demonstrates awareness of laws governing radiation safety.</p> <p><b>1G</b> - Demonstrates knowledge of required lead filled aprons, thyroid shield, gloves while taking radiographs</p> <p><b>1H</b> - Demonstrates the law that requires a dosimeter badge to be worn while taking radiographs per OSHA</p> <p><b>1J</b> - Demonstrates knowledge of the laws required with anesthetic gas while pregnant.</p> <p><b>1L</b> - Demonstrates awareness of potential human health hazards associated with inhalation of gas anesthesia.</p> <p><b>1M</b> - Demonstrates knowledge of anesthetic laws for pregnant veterinary technicians</p> <p><b>1R</b> - Demonstrates</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/HS/</b></p> <p><b>6.1</b> Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.</p> <p><b>6.2</b> Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.</p> <p><b>6.3</b> Understand how to locate important information on a material safety data sheet.</p> <p><b>6.4</b> Maintain safe and healthful working conditions.</p> <p><b>6.5</b> Use tools and machines safely and appropriately.</p> <p><b>6.6</b> Know how to both prevent and respond to accidents in the agricultural industry</p> <p><b>*ANR/ASP/</b>  <b>D6.3</b> Understand the common pathogens, vectors, and hosts that cause disease in animals.</p> <p><b>D6.6</b> Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety.</p> <p><b>D8.1</b> Understand animal waste treatment and disposal management systems.</p> <p><b>D8.2</b> Understand various methods for using animal waste and their environmental impacts.</p> <p><b>D8.3</b> Understand the health and</p>	<p><b>1A-1B-1C-1D – 3 hours:</b> Zoonotics Diseases</p> <p><b>1F-1G-1H – 2 hours:</b> Radiation</p> <p><b>1J-1L-1M – 2 hours:</b> Anesthetic gases</p> <p><b>1R-1S-1T-1U-1V – 1 hour:</b> Bio hazardous waste, rules and regulations</p> <p><b>1X-1Y-1Z – 1 hour:</b> Bites and Scratches</p> <p><b>1A -1 hour:</b> Back injuries</p> <p><b>1B-1F – 2 hours:</b> Chemicals</p>	<p>Zoonotic diseases</p> <p>Transmission</p> <p>Signs/symptoms</p> <p>Radiation</p> <p>Lead filled clothing</p> <p>Dosimeter</p> <p>Gas Anesthetic</p> <p>Transmission</p> <p>Vector</p> <p>Host</p> <p>Radiographs</p> <p>X-ray</p> <p>Material Safety Data Sheet</p> <p>Biohazard</p> <p>Sharps container</p> <p>Non sharps container</p> <p>Secondary container</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>

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<p>knowledge of biomedical waste storage requirements.  <b>1S</b> - Demonstrates the understanding of the proper containers to use when handling biomedical waste.  <b>1T</b> - Demonstrates the difference between a sharps container vs. a non sharps container  <b>1U</b> - Demonstrates the difference between which biohazard materials go in sharps vs. non sharps container  <b>1V</b> - Knowledge of how to handle bio hazardous waste safely and correctly as determined by OSHA  <b>1X</b> - Demonstrates the zoonotic diseases that are passed through bites or scratches  <b>1Y</b> - Demonstrate the medical attention need if a bite or scratch should occur  <b>1Z</b> - Demonstrates the proper way to notify management if a bite or scratch occurs  <b>1A</b> - Demonstrates the proper way to lift with legs when picking up any large object or animal.  <b>1B</b> - Demonstrates knowledge of how to correctly use a Material Safety Data Sheet (MSDS)  <b>1C</b> - Demonstrates the importance of using chemicals safely and correctly  <b>1D</b> - Demonstrates how to create a secondary container</p>	<p>safety regulations that are an integral part of properly managed animal waste systems.  <u><b>Core Academic:</b></u>  <b>*ANR/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.  <b>*ANR/C/2.4LS/LSSA/G9-10/</b>  <b>(1.7)</b> Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p>			
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<p>for chemicals</p> <p><b>1E</b> - Demonstrates the knowledge of locating the eye wash or shower stations prior to using any chemicals.</p> <p><b>1F</b> - Demonstrates the need for OSHA guidelines when using chemicals</p>			
<p><b>Suggestions/Assessments:</b></p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>• History of OSHA</li> </ul> <p><b>Exercises:</b></p> <ul style="list-style-type: none"> <li>• Course textbook</li> <li>• Student uses a MSDS and researchers an assigned chemical in a group setting</li> <li>• A fill in the blank quiz is given to students at the end of the unit</li> <li>• Students reflections are given at the end of each school day</li> </ul> <p><b>Projects/Activities</b></p> <ul style="list-style-type: none"> <li>• Scavenger hunt student works in groups</li> <li>• Student illustrates examples of proper safety techniques needed in the Veterinary Hospital</li> </ul> <p><b>Comments:</b></p>			

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<u>Semester 1 - Unit 3 – Medical Terminology (4 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of how to follows directions for medication application when written in medical terms.</p> <p><b>1B</b> - Understands the meaning of a prefix, suffix, and root word, origin</p> <p><b>1C</b> - Knowledge of how to use correct medical and anatomical terminology when filling out medical charts.</p> <p><b>1D</b> - Knowledge of how to interpret medical terminology and abbreviations into lay terms.</p> <p><b>1E</b> - Understands directions for medication application in written terms</p> <p><b>1F</b> - Understands the importance of right patient, right medication, right frequency, right route, right dose, when medicating animals</p> <p><b>1G</b> - Demonstrates the need for accuracy when giving directions to clients about their pet's prescriptions</p> <p><b>1H</b> - Understands the terminology used for prescriptions</p> <p><b>1I</b> - Understands the importance of filling and labeling prescriptions correctly.</p>	<p><b><u>Career Technical Education:</u></b>  <b><u>*ANR/PSCT/</u></b>  <b>5.1</b> Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.  <b>5.2</b> Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.  <b>5.3</b> Use critical thinking skills to make informed decisions and solve problems.</p> <p><b><u>Core Academic:</u></b>  <b><u>*ANR/C/2.2W/WSA/G9-10/</u></b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	<p><b>1A-1B - 1 hour:</b> Abbreviations, prefixes, suffixes</p> <p><b>1C-1D - 1.5 hours:</b> Anatomical terminology</p> <p><b>1E-1I - 1.5 hours:</b> Prescription terms and abbreviations</p>	<p>Prefix</p> <p>Suffix</p> <p>Root word</p> <p>Word Origin</p> <p>Prescription</p> <p>Anatomical terminology</p> <p>Lateral</p> <p>Medial</p> <p>Anterior</p> <p>Posterior</p> <p>Dorsal</p> <p>Ventral</p> <p>Palmar</p> <p>Plantar</p> <p>Proximal</p> <p>Distal</p> <p>Cranial</p> <p>Caudal</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary            4. Cochran: Guide to Veterinary Medical Terminology</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary            4. Cochran: Guide to Veterinary Medical Terminology</p>



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### **Suggestions/Assessments:**

- Student works out of textbook
- Student takes notes on Medical terminology notebook
- Student writes notes in their interactive notebook
- Student is assessed through daily reflection sheets
- Student works with word parts by putting them together and defining their meaning

### **Comments:**

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<u>Semester 1 - Unit 4 – Breed Identification (4 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Recognizes common dog breeds.</p> <p><b>1C</b> - Demonstrates knowledge with the common dog breed's illnesses, temperament, life span, coloring, history, and misconceptions</p> <p><b>1D</b> - Recognizes common cat breeds.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/AGSP/</b>  <b>C4.1</b> Understand the evolution and roles of domesticated animals in society.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.3)</b> Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.</p>	<p><b>1A-1C - 2 hours:</b> Dogs</p> <p><b>1D- 2 hours:</b> Cats</p>	<p>Breed</p> <p>Evolution</p> <p>Life span</p> <p>Temperament</p> <p>Illness</p> <p>Healthy</p>	<p><b><u>Teacher Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary  <a href="http://www.breedinfo.com">www.breedinfo.com</a></p>
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student looks up 6-7 breeds on web</li> <li>• Student then gives an oral report regarding their dog and cat breeds they researched</li> <li>• Student evaluates other students during their oral presentation</li> <li>• Student watches an extensive dog and cat breed video</li> <li>• Student picks their favorite dog or cat breed and writes a report</li> </ul> <p><b>Comments:</b></p>				

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<u>Semester 1 - Unit 5 – Behavior Assessment (4 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Demonstrates knowledge of different behaviors commonly seen in animals in a kennel environment.</p> <p><b>1B</b> - Understands the different behavioral signs cats will show when they are a fear biter, aggressive or friendly cat</p> <p><b>1C</b>- Demonstrates the correct human body postures to exhibit when evaluating cats</p> <p><b>1D</b> - Understanding how to recognize a behaviorally healthy cat</p> <p><b>1E</b>- Demonstrates knowledge of different body language of cats in shelters.</p> <p><b>1F</b>- Understands the different behavioral signs dogs will show when they are a fear biter, aggressive or friendly</p> <p><b>1G</b> - Understands the correct human body postures to exhibit when evaluating dogs</p> <p><b>1H</b> - Understanding how to recognize a behaviorally healthy dog.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/AGSP/</b>  <b>C9.1</b> Assess the appearance and behavior of a normal, healthy animal.  <b>C9.3</b> Understand the causes and control of common animal diseases.  <b>C9.4</b> Understand how to control parasites and why.  <b>*ANR/ASP/</b>  <b>D6.2</b> Understand the importance of animal behavior in diagnosing animal sickness and disease.  <b>D9.1</b> Know the early warning signs of animal distress and how to rectify the problem.  <b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	<p><b>1A-1F- 2 hours:</b> Cat</p> <p><b>1F-1H - 2 hours:</b> Dog</p>	<p>Behavior</p> <p>Signs</p> <p>Symptoms</p> <p>Diagnosing</p> <p>Body language</p> <p>Defensive</p> <p>Offensive</p> <p>Aggressive</p> <p>Fearful</p> <p>Friendly</p> <p>Normal limits</p> <p>Behaviorally healthy</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student watches a behavior assessment video series</li> <li>• Student evaluates animal behavior in an animal shelter environment</li> <li>• Student illustrates pictures on fear, aggressive, and friendly behavior that is exhibited on dogs and cats</li> <li>• Student works in their interactive notebooks</li> <li>• Student is tested weekly and must illustrate and write a short essay for each behavior</li> </ul>				
<p><b>Comments:</b></p>				

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<u>Semester 1 - Unit 6 – Handling and Restraint (8 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Demonstrates the how to lead a dog on leash properly.</p> <p><b>1B</b> - Knowledge of how to move dogs in and out of kennels.</p> <p><b>1C</b> - Knowledge of how to run dogs properly and safely.</p> <p><b>1D</b> - Demonstrates how to safely lift and carry dogs properly.</p> <p><b>1E</b> - Positions and restrains dogs for physical exam properly and safely</p> <p><b>1F</b> - Knowledge of anatomical terminology and surface related terminology</p> <p><b>1G</b> - Demonstrates ability to restrain dogs and cats using anatomical terminology</p> <p><b>1H</b> - Understands that constant communication is needed while restraining dogs/animals</p> <p><b>1I</b> - Knowledge of never leaving a dog unattended on an exam table</p> <p><b>1J</b> - Demonstrates the need to keep a dog's head restrained and away from technician or veterinarian while performing any medical procedure</p> <p><b>1K</b> - Understanding that a technician should never attempt any procedure on a dog without notifying another staff member</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/LT/</b>  <b>9.1</b> Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	<p><b>1A-1R - 4 hours:</b> Dogs</p> <p><b>1S-1C - 4 hours:</b> Cats</p>	<p>Handling</p> <p>Restraint</p> <p>Anatomical</p> <p>Body surfaces</p> <p>Body regions</p> <p>Recumbancy</p> <p>Unattended</p> <p>Muzzle</p> <p>Rabies catch pole</p> <p>Tongs</p> <p>Cat bag</p> <p>Squeeze cage</p> <p>Leash</p> <p>Cat net</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary            4. Sonsthagen: Restraint of Domestic Animals</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary            4. Sonsthagen: Restraint of Domestic Animals</p>

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<p><b>1O</b> - Understands how to restrain dogs in lateral recumbency properly.</p> <p><b>1P</b> - Safely and correctly uses protective equipment restraint tools, such as muzzles, gloves and catch poles, cat nets, cat bag, towels, tongs, and squeeze cages</p> <p><b>1Q</b> - Demonstrates knowledge about the proper way to remove a dog from a cage or kennel by never entering animal's cage, and keeping the door part way closed while allowing dog to slip their head through the prepared leash</p> <p><b>1R</b> - Knowledge of dog walking safety</p> <p><b>1S</b> - Knowledge of how to place and remove cats from cage or carrier properly and safely.</p> <p><b>1T</b> - Knowledge of how to hold cats correctly while transferring.</p> <p><b>1X</b> - Restrains cat in lateral recumbency correctly.</p> <p><b>1Y</b> - Understanding that cats need to be in a carrier when brought to animal hospital</p> <p><b>1Z</b> - Understands that all windows, doors and other escape routes need to be closed, along with clutter free counters, prior to cat restraint.</p> <p><b>1A</b> - Demonstrates how to handle cats properly and safely by applying the correct scuffing techniques.</p> <p><b>1B</b> - Knowledge of how to</p>			
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<p>place animals into cages, kennels, and carriers and removes them properly and safely. <b>1C</b> - Demonstrates knowledge of infectious disease transmission in a kennel situation.</p>				
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"><li>• Students perform animal restraint on dogs in classroom</li><li>• Students watch and answer questions on an animal restraint video series</li><li>• Students illustrate in their interactive notebook</li><li>• Students are assessed through reflections at the end of the day</li></ul> <p><b>Comments:</b></p>				

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<u>Semester 1 - Unit 7 – Anatomy/Physiology (9 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Names and identifies the bones that make up the dog and cat skeleton.</p> <p><b>1E</b> - Understands the functions of the skeletal system</p> <p><b>1F</b> - Understanding of the different types of bones present in all land mammals/ dog and cats</p> <p><b>1J</b> - Understands the location and function of the integumentary system</p> <p><b>1K</b> - Knowledge of the 5 different skin layer names and their functions</p> <p><b>1L</b> - Demonstrates knowledge of the correct direction of blood flow in the body</p> <p><b>1P</b> - Demonstrates the function of the heart (anatomy of heart) and main blood vessels</p> <p><b>1Q</b> - Understands the anatomy of veins and arteries and their differences</p> <p><b>1U</b> - Understands the anatomical structures that make up the respiratory system</p> <p><b>1V</b> - Demonstrates knowledge of the gases involved in the respiratory system</p> <p><b>1W</b> - Understands the functions of the respiratory system</p> <p><b>1X</b> - Understanding of</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/AGSP/</b>  <b>C5.1</b> Understand the purpose and anatomy of cells.  <b>C6.1</b> Know the names and locations of the external anatomy of animals.  <b>C6.2</b> Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.  <b>*ANR/ASP/</b>  <b>D4.1</b> Understand animal conception (including estrus cycles, ovulation, and insemination).  <b>D4.2</b> Understand the gestation process and basic fetal development.  <b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.  <b>*ANR/C/2.4LS/LSSA/G9-10/</b>  <b>(1.7)</b> Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations</p>	<p><b>1A-1F</b> - Skeletal System</p> <p><b>1J-1K</b> - Integumentary System</p> <p><b>1L-1Q</b> - Cardiovascular System</p> <p><b>1U-1X</b>- Respiratory System</p> <p><b>1C,1F</b>- Digestive System</p> <p><b>1H,1I</b> - Immune System</p> <p><b>1J,1K,1L,1M,1O-1Q,1S,1T,1V,1W</b> Reproductive System</p> <p><b>1Y,1A,1C</b> Nervous System</p> <p><b>1D-1E</b> - Endocrine system</p> <p><b>1F,1G,1I</b> Urinary System</p> <p><b>1K,1L,1M</b> - Body regions and important structures</p> <p><b>1N</b> - Body cavities</p>	<p>Cells</p> <p>Organ</p> <p>System</p> <p>Skeletal</p> <p>Muscular</p> <p>Cardiovascular</p> <p>Ovulation</p> <p>Gestation</p> <p>Neonate</p> <p>Estrus</p> <p>Insemination</p> <p>C section</p> <p>Hysterectomy</p> <p>Neuter</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary            4. Colville: Clinical Anatomy and Physiology  <b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary            4. Colville: Clinical Anatomy and Physiology</p>

## CTE/ROP Veterinary Assistant I 1/2

<p>common terminology used for the respiratory system</p> <p><b>1C</b> - Demonstrates an understanding of the anatomical structures that make up the digestive system</p> <p><b>1F</b> - Understanding of the common terminology used to describe the digestive system and their locations</p> <p><b>1H</b> - Demonstrates the function of the immune system</p> <p><b>1I</b> - Understands the effects on the immune system once vaccines have been given</p> <p><b>1J</b> - Demonstrates knowledge of the anatomical structures that make up the reproductive system</p> <p><b>1K</b> - Demonstrates the function of the reproductive system</p> <p><b>1L</b> - Understands the heat cycles of the dog and cat</p> <p><b>1M</b> - Understands when a C-Section surgery is needed with pregnant dogs</p> <p><b>1O</b> - Understands the development of a neonate dog or cat while in the mother's womb</p> <p><b>1Q</b> - Understanding of nutrition requirements for puppies and kittens</p> <p><b>1S</b> - Understanding of the common terminology used to describe the reproductive system</p> <p><b>1T</b> - Demonstrates the importance of spaying and</p>				
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## CTE/ROP Veterinary Assistant I 1/2

<p>neutering dogs and cats, and what organs are removed during a hysterectomy and neuter</p> <p><b>1V</b> - Understands the overpopulation epidemic of dogs and cats when they aren't spayed or neutered</p> <p><b>1W</b> - Knowledge of the abortion options that owners decide to make with their dog or cat</p> <p><b>1Y</b> - Demonstrates the function of the neurologic system</p> <p><b>1A</b> - Knowledge of the medical terminology used when describing the nervous system</p> <p><b>1C</b> - Understands the anatomical structures that make up the neurologic system.</p> <p><b>1D</b> - Demonstrates the understanding of where the glands are located.</p> <p><b>1E</b> - Understanding the function of the endocrine system.</p> <p><b>1F</b> - Understands the function of the urinary system</p> <p><b>1G</b> - Demonstrates the anatomical structures that make up the urinary system.</p> <p><b>1I</b> - Understanding of the common terminology used to describe the urinary system</p> <p><b>1K</b> - Names and locates the major venipuncture sites, the major IM injection sites and common SQ injection sites.</p> <p><b>1L</b> - Demonstrates knowledge</p>				
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## CTE/ROP Veterinary Assistant I 1/2

<p>of all the body regions on the dog and cat <b>1M</b> - Identifies the major organ systems and their functions. <b>1N</b> - Understands the locations of the body cavities in a dog and cat</p>				
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"><li>• Student illustrates each body system in their interactive notebooks</li><li>• Student works out of textbook and anatomy handouts</li><li>• Student illustrates the cardiovascular system through clay</li><li>• Student explains their clay projects to other students</li><li>• Students evaluate other students work</li><li>• Daily reflection sheets are filled out for assessments/ followed by an essay type test</li></ul> <p><b>Comments:</b></p>				

## CTE/ROP Veterinary Assistant I 1/2

Semester 1 - Unit 8 – Physical Exam (2 hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1C</b> - Demonstrates how to take, read and record rectal temperatures correctly and accurately.</p> <p><b>1D</b> - Demonstrates how to correctly lift and weight animals.</p> <p><b>1E</b> - Understands how to take and record heart rates in dogs and cats accurately.</p> <p><b>1F</b> - Demonstrates how to record respiratory rates accurately.</p> <p><b>1K</b> - Understands diagnostic questions should consist of, duration, vaccine history, physical appearance, changes at home, new pet, new food, new bed, new move, new baby, adopted, pets history</p> <p><b>1L</b> - Understanding of accurate data collection to aid in diagnostic process by the Veterinarian</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/PSCT/</b>  <b>5.1</b> Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.  <b>5.2</b> Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.  <b>5.3</b> Use critical thinking skills to make informed decisions and solve problems.  <b>*ANR/ASP/</b>  <b>D6.2</b> Understand the importance of animal behavior in diagnosing animal sickness and disease.  <b>D9.1</b> Know the early warning signs of animal distress and how to rectify the problem.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.  <b>*ANR/C/2.4LS/LSSA/G11-12/</b>  <b>(1.8)</b> Use effective and interesting language, including:  <b>a.</b> Informal expressions for effect  <b>b.</b> Standard American English for clarity  <b>c.</b> Technical language for specificity</p>	<p><b>1C – 30 minutes:</b> Temperature/reading a thermometer</p> <p><b>1D – 30 minutes:</b> Weights</p> <p><b>1E – 1 hour:</b> Heart rate/stethoscope use</p> <p><b>1F – 30 minutes:</b> Respiratory rate, mucous membranes, capillary</p> <p><b>1K-1L – 30 minutes:</b> Diagnostic questioning to clients</p>	<p>Rectal</p> <p>Duration</p> <p>Mucous membranes</p> <p>Distress</p> <p>Coat</p> <p>Gait</p> <p>Capillary refill time</p> <p>Auscultate</p> <p>Aspirate</p> <p>Palpate</p> <p>Murmur</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>  1. McCurnin: Clinical Textbook for Veterinary Technicians  2. Baker: Introduction to Veterinary Science  3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>  1. McCurnin: Clinical Textbook for Veterinary Technicians  2. Baker: Introduction to Veterinary Science  3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>

## CTE/ROP Veterinary Assistant I 1/2

**Suggestions/Assessments:**

- Students perform physical exams on dogs in the classroom
- Textbook and interactive workbooks
- Students illustrate their work in their interactive notebook

**Comments:**

## CTE/ROP Veterinary Assistant I 1/2

Semester 1 - Unit 9 – Infectious Disease (2 hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Demonstrates knowledge of infectious disease transmission in a kennel situation.</p> <p><b>1B</b> - Knowledge of how to properly disinfect kennels runs and cages.</p> <p><b>1C</b> - Understands how to properly clean and disinfect cattery areas.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/ASP/</b>  <b>D6.1</b> Understand the signs of normal health in contrast to illness and disease.  <b>D6.2</b> Understand the importance of animal behavior in diagnosing animal sickness and disease.  <b>D6.3</b> Understand the common pathogens, vectors, and hosts that cause disease in animals.  <b><u>Core Academic:</u></b>  <b>*ANR/C/2.4LS/LSSA/G11-12/</b>  <b>(1.8)</b> Use effective and interesting language, including:  <b>a.</b> Informal expressions for effect  <b>b.</b> Standard American English for clarity  <b>c.</b> Technical language for specificity</p>	<p><b>1A-1B – 1 hour:</b> Dogs</p> <p><b>1C – 1 hour:</b> Cats</p>	<p>Transmission</p> <p>Disinfect</p> <p>Sanitize</p> <p>Cattery</p> <p>Kennels</p> <p>Infectious</p> <p>Transmission</p> <p>Disease</p> <p>Vector</p> <p>Host</p> <p>Maternal antibodies</p> <p>Vaccines</p> <p>SQ under the skin</p> <p>IM intramuscular</p>	<p><b><u>Teacher Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>

## CTE/ROP Veterinary Assistant I 1/2

### **Suggestions/Assessments:**

- Students learn from interactive videos
- Students illustrate the vaccine schedule on a poster board followed by a gallery walk
- Students illustrate their work in their interactive notebooks
- Student chose a vaccine to talk about in class and research other diseases on other animals

### **Comments:**

## CTE/ROP Veterinary Assistant I 1/2

Semester 1 - Unit 10 – Medication and Grooming (2 hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1G</b> - Understanding of the proper abbreviations used to define either the R or L ear</p> <p><b>1M</b> - Knowledge of how to give basic bathing and grooming on dogs and cats, from head to tail/price of medicated dips/shampoos</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/LT/</b>  <b>9.1</b> Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/A/1.3HSS/ECON/G12/ (12.2.2)</b> Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products</p>	<p><b>1G – 1 hour:</b> Ear medication</p> <p><b>1M – 1 hour:</b> Bathing and basic grooming techniques</p>	<p>Ear canal</p> <p>Grooming</p> <p>Shampoo</p> <p>Dips</p> <p>Eye drops</p> <p>Eye lubrication</p> <p>Anal glands</p> <p>Ear drying solutions</p> <p>Cranial</p> <p>Caudal</p>	<p><b><u>Teacher Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Students work out of textbook and workbook</li> <li>• Students watch an interactive video that they summarize</li> <li>• Students illustrate their work in their interactive notebook</li> </ul> <p><b>Comments:</b></p>				

## CTE/ROP Veterinary Assistant I 1/2

Semester 1 - Unit 11 – Sanitation and Surgical (5 hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1C</b> - Understands the correct technique needed around the sterile field</p> <p><b>1D</b> - Understands the biomedical disposal laws from surgical specimens</p> <p><b>1G</b> - Demonstrates how to utilize appropriate antiseptics and disinfectants in the animal medical hospital</p> <p><b>1T</b> - Demonstrates knowledge of the importance of basic sanitation procedures required in an animal/medical setting.</p> <p><b>1U</b> - Demonstrates and utilizes appropriate antiseptics/disinfectants in the facility.</p> <p><b>1V</b> - Understands the proper way to dilute cleaning solutions according to directions.</p>	<p><b><u>Career Technical Education:</u></b> *ANR/LT/ <b>9.1</b> Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.</p> <p><b><u>Core Academic:</u></b> *ANR/C/2.2W/WSA/G9-10/ <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p><b>1C,1D,1G – 1.5 hours:</b> Patient Preparation</p> <p><b>1T,1U,1V – 1.5 hours:</b> Disinfectants/antiseptics/cleaning procedures</p>	<p>Surgical specimens</p> <p>Antiseptic</p> <p>Disinfectant</p> <p>Dilute</p> <p>Secondary containers</p> <p>Storage</p> <p>Chemicals</p> <p>Eye protective wear</p>	<p><b><u>Teacher Resources:</u></b> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student works out of textbook/workbook</li> <li>• Student illustrates their work in their interactive notebook</li> <li>• A reflection sheet is completed at the end of the period</li> </ul> <p><b>Comments:</b></p>				



## CTE/ROP Veterinary Assistant I 1/2

Semester 1 - Unit 12 – Medical Math (3 hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Correctly converts units of lbs. to kgs and kgs to lbs.</p> <p><b>1B</b> - Understands the metric system</p> <p><b>1F</b> - Recognizes and identifies the concentration of a drug.</p> <p><b>1G</b> - Understands to always double check the right medication, patient, also accuracy with verbal and written directions.</p> <p><b>1H</b> - Understands the dangers associated with sending home the wrong medication</p> <p><b>1L</b> - Knowledge of re-check exams required prior to filling prescriptions to ensure proper organ functioning</p>	<p><b><u>Career Technical Education:</u></b> *ANR/LT/ <b>9.1</b> Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.</p> <p><b><u>Core Academic:</u></b> *ANR/A/1.1M/AI/G8-12/ <b>(10.0)</b> Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques. <b>(12.0)</b> Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms</p>	<p><b>1A-1B- 30 minutes:</b> Metric System</p> <p><b>1F – 30 minutes:</b> Drug dosages</p> <p><b>1G,1H,1L – 1 hour:</b> Prescription filling</p>	<p>Metric system</p> <p>5 rights</p> <p>Prescription</p> <p>Addictive</p> <p>Labeling requirements</p> <p>Lock up</p> <p>Concentration</p> <p>Strength</p> <p>Amount</p>	<p><b><u>Teacher Resources:</u></b> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b> *Textbooks: 1. McCurnin: Clinical Textbook for Veterinary Technicians 2. Baker: Introduction to Veterinary Science 3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student takes an dog or cats weight and converts in from pounds to kilograms</li> <li>• Student demonstrates their work in their interactive notebooks</li> <li>• Student works out of textbook and workbook</li> <li>• Student practices with empty prescription bottles</li> <li>• Student is tested at the end of the lesson</li> </ul> <p><b>Comments:</b></p>				

## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 1 - Unit 13 – Injection techniques (4 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Understanding of how to select appropriate sizes of needles and syringes for injection.</p> <p><b>1B</b> - Understanding of how to administer subcutaneous injections properly and safely.</p> <p><b>1C</b> - Demonstration of how to accurately determine volume in a variety of syringes</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/LT/</b>  <b>9.1</b> Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p><b>1A, 1B – 1 hour:</b>                      Needle/syringes</p> <p><b>1C – 1 hour:</b>                      Volumes/doses</p>	Hub  Shaft  Luer lock  Bevel  Needle  Barrel  Sharps container  Plunger  Volume  Catheter tips	<p><b><u>Teacher Resources:</u></b>                      *Textbooks:                      1. McCurnin: Clinical Textbook for Veterinary Technicians                      2. Baker: Introduction to Veterinary Science                      3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>                      *Textbooks:                      1. McCurnin: Clinical Textbook for Veterinary Technicians                      2. Baker: Introduction to Veterinary Science                      3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student works with syringes</li> <li>• Student draws an illustration of a syringe and needle on a poster board</li> <li>• Students display their work through a gallery walk</li> </ul> <p><b>Comments:</b></p>				

## CTE/ROP Veterinary Assistant I 1/2

Semester 1 - Unit 14 – Vaccinations (4 hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Understands how to correctly and aseptically prepares common vaccines.</p> <p><b>1B</b> - Understands how to describe standard vaccine schedules.</p> <p><b>1C</b> - Knowledge of how to complete rabies forms correctly and accurately.</p> <p><b>1D</b> - Understands the immunology and vaccine protocols/vaccine pricing</p> <p><b>1E</b> - Understanding that mother's milk has antibodies and their role with disease invasion or vaccines</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/ASP/</b>  <b>D6.3</b> Understand the common pathogens, vectors, and hosts that cause disease in animals.  <b>D6.4</b> Understand prevention, control, and treatment practices related to pests and parasites.  <b>D6.6</b> Understand how diseases are passed among animal species and from animals to humans and how that relationship affects health and food safety.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/A/1.3HSS/ECON/G12/</b>  <b>(12.2.2)</b> Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.</p>	<p><b>1A,1B,1C,1D,1E – 1 hour:</b> Dogs</p> <p><b>1A-1E – 1 hour:</b> Cats</p>	<p>Immune system</p> <p>Maternal antibodies</p> <p>Pathogens</p> <p>Prevention</p> <p>Parasite</p> <p>Invasion</p> <p>Vaccine</p> <p>Aseptically</p> <p>Colostrum</p> <p>Vector</p> <p>Host</p>	<p><b><u>Teacher Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student illustrates the role of maternal antibodies</li> <li>• Students report their reports of the maternal antibodies through an oral presentation</li> <li>• Students evaluate other students work</li> </ul> <p><b>Comments:</b></p>				

## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 1 - Unit 15 – Ectoparasities (4 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of ectoparasites lifecycle</p> <p><b>1B</b> - Knowledge of treatment and destruction of ectoparasites</p> <p><b>1C</b> - Knowledge of how to treat yard, house and animal for complete removal of ectoparasites</p> <p><b>1D</b> - Understands how to properly remove a tick from dog or cat</p> <p><b>1E</b> - Knowledge of proper protective wear, diagnostic testing, identification</p> <p><b>1F</b> - Understands the proper protective wear, diagnostic testing, identification and signs in animals and people</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/ASP/</b>  <b>D6.4</b> Understand prevention, control, and treatment practices related to pests and parasites.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p><b>1A-1D – 30 minutes:</b> Fleas</p> <p><b>1D – 30 minutes:</b> Ticks</p> <p><b>1A-1D – 30 minutes:</b> Mites</p> <p><b>1D-1F – 30 minutes:</b> Demodex Mite</p> <p><b>1D-1F – 30 minutes:</b> Mange/Sarcoptic Mite</p>	<p>Parasitology</p> <p>Ecto</p> <p>Host</p> <p>Vector</p> <p>Host specific</p> <p>Tick</p> <p>Pest</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary            4. Colville: Diagnostic parasitology for Veterinary Technicians</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary            4. Colville: Diagnostic parasitology for Veterinary Technicians</p>

## CTE/ROP Veterinary Assistant I 1/2

**Suggestions/Assessments:**

- Student works out of textbook/workbook
- Student displays their work in their interactive notebook
- Student researches ectoparasites and chooses one to display on a poster board for their gallery walk

**Comments:**

## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 1 - Unit 16 – Endoparasites (3 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of treatment and destruction of internal parasites</p> <p><b>1B</b> - Knowledge of proper identification common cat and dog endoparasites on gross exam.</p> <p><b>1C</b> - Demonstrates knowledge of commonly used dewormer drugs and schedules.</p> <p><b>1D</b> - Demonstrates knowledge of basic life cycles of common dog and cat parasites.</p> <p><b>1E</b> - Knowledge of how parasites are spread from animal to animal with zoonotic potential</p> <p><b>1F</b> - Knowledge of safe handling of fecal material.</p> <p><b>1I</b> - Understands the need for fresh fecal sample, or store sample in refrigerator</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/ASP/</b>  <b>D6.4</b> Understand prevention, control, and treatment practices related to pests and parasites.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p><b>1A – 1 hour:</b> Common parasites</p> <p><b>1B-1E – 1 hour:</b> Dogs/Cats</p> <p><b>1F-1I – 1 hour:</b> Fecal Exams</p>	<p>Endo</p> <p>Treatment</p> <p>Pest</p> <p>Parasites</p> <p>Gross</p> <p>Exam</p> <p>Fecal</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary            4. Colville: Diagnostic parasitology for Veterinary Technicians</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary            4. Colville: Diagnostic parasitology for Veterinary Technicians</p>

## CTE/ROP Veterinary Assistant I 1/2

### **Suggestions/Assessments:**

- Student works out of textbook/workbook
- Student displays their work in their interactive notebook
- Student researches ectoparasites and chooses one to display on a poster board for their gallery walk

### **Comments:**

## CTE/ROP Veterinary Assistant I 1/2

Semester 1 - Unit 17 – Office Procedures (5 hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of appropriate dress, attitude, professionalism, work behavior, no cell phones, no gossip, stay busy and focused while on the job</p> <p><b>1B</b> - Knowledge of not talking about clients business with others</p> <p><b>1C</b> - Knowledge of correct grammar and spelling</p> <p><b>1D</b> - Demonstrates knowledge of medical record-keeping.</p> <p><b>1E</b> - Demonstrates knowledge of legal requirements for veterinary medical records.</p> <p><b>1F</b> - Demonstrates knowledge of basic veterinary medical logs required by law.</p> <p><b>1G</b> - Demonstrates accepted phone etiquette.</p> <p><b>1I</b> - Knowledge of appropriate waiting-room etiquette.</p> <p><b>1J</b> - Knowledge of excellent productive customer service skills through the FISH training</p> <p><b>1K</b> - Knowledge of how to communicate effectively and collaboratively.</p> <p><b>1L</b> - Demonstrates proper handling of customer complaints appropriately, and in private room when customer is present</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/RF/</b>  <b>7.1</b> Understand the qualities and behaviors that constitute a positive and professional work demeanor.  <b>7.2</b> Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.  <b>7.3</b> Understand the need to adapt to varied roles and responsibilities.  <b>7.4</b> Understand that individual actions can affect the larger community.  <b>7.5</b> Understand the importance of time management to fulfill responsibilities.  <b>*ANR/LT/</b>  <b>9.1</b> Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.  <b>9.4</b> Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.  <b>9.5</b> Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.  <b><u>Core Academic:</u></b>  <b>*ANR/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct</p>	<p><b>1A</b> – Etiquette</p> <p><b>1B</b> – Confidentiality</p> <p><b>1C-1F</b> - Medical records and log books</p> <p><b>1G,IK</b> - Phone techniques</p> <p><b>1I-IL</b> - Client relations</p>	<p>Customer service</p> <p>Ethics</p> <p>Morals</p> <p>Values</p> <p>Professionalism</p> <p>Gossip</p> <p>Productive</p> <p>Proactive</p> <p>Punctual</p> <p>Polite</p> <p>Patient records</p> <p>Interaction</p> <p>Teamwork</p> <p>Hard skills</p> <p>Soft skills</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>



## CTE/ROP Veterinary Assistant I 1/2

	<p>punctuation and capitalization. <b>*ANR/C/2.4LS/LSSA/G11-12/</b> <b>(1.8)</b> Use effective and interesting language, including: <b>a.</b> Informal expressions for effect <b>b.</b> Standard American English for clarity <b>c.</b> Technical language for specificity</p>			
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"><li>• Student watches office procedures video series</li><li>• Student works out of textbook/workbook</li><li>• Students mock work related issues that come up in the office</li><li>• Students evaluate each other's performances</li></ul> <p><b>Comments:</b></p>				

## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 1 - Unit 18 – Human Animal Bond (3 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of clients signing a consent form prior to euthanasia on their pets</p> <p><b>1B</b> - Understanding of the different types of bonds people can have towards their pets</p> <p><b>1C</b> - Demonstrates importance of confidentiality while handling clients and their pet related illnesses</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/LT/</b>  <b>9.1</b> Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.  <b>*ANR/ELR/</b>  <b>8.2</b> Understand the concept and application of ethical and legal behavior consistent with workplace standards.  <b>8.3</b> Understand the role of personal integrity and ethical behavior in the workplace.  <b>8.4</b> Understand how to access, analyze, and implement quality assurance information.  <b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p><b>1A</b> - Euthanasia</p> <p><b>1B-1C</b> - Bereavement</p>	<p>Euthanasia</p> <p>Bereavement</p> <p>Grieving process</p> <p>Bond</p> <p>Uniquely bonded</p> <p>Conventionally bonded</p>	<p><b><u>Teacher Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Students fill out practice euthanasia forms</li> <li>• Students mock a client in distress</li> <li>• Students give personal exams about any grieving examples they’ve seen in life or with themselves</li> </ul> <p><b>Comments:</b></p>				

## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 1 - Unit 19 – Job Search Instruction (4 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Demonstrates knowledge of other career opportunities in veterinary medicine and related occupations.</p> <p><b>1B</b> - Understanding of the tools used once employed to ensure job security</p> <p><b>1C</b> - Completes an appropriate cover letter, resume and job application.</p> <p><b>1D</b> - Demonstrates knowledge of job interview techniques.</p> <p><b>1F</b> - Demonstrates awareness of the need for continuing education and learning.</p> <p><b>1G</b> - Awareness of advance career opportunities through continued education</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/CPM/</b>  <b>3.1</b> Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.  <b>3.2</b> Understand the scope of career opportunities and know the requirements for education, training, and licensure.  <b>3.3</b> Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.  <b>3.4</b> Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.  <b>3.5</b> Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.  <b>3.6</b> Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.  <b>*ANR/TC/</b>  <b>4.1</b> Understand past, present, and future technological advances as they relate to a chosen pathway.  <b><u>Core Academic:</u></b>  <b>*ANR/A/1.3HSS/ECON/G12/</b>  <b>(12.4.3)</b> Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.</p>	<p><b>1A-1B - 30 minutes:</b> Selecting a job</p> <p><b>1C - 30 minutes:</b> Finding employment openings</p> <p><b>1D – 30 minutes:</b> Preparing for job interviews</p> <p><b>ID – 1 hour:</b> Job interview techniques</p> <p><b>1F,IG – 30 minutes:</b> Career ladders</p>	<p>Professional</p> <p>Resume</p> <p>Cover letter</p> <p>Thank you letter</p> <p>Portfolio</p> <p>Interview</p> <p>Professionalism</p> <p>Punctuality</p> <p>Pathways</p> <p>Industry</p> <p>Promoting</p> <p>Marketable</p> <p>Competitive</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary  <a href="http://www.ca.career.gov">www.ca.career.gov</a></p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary  <a href="http://www.ca.career.gov">www.ca.career.gov</a></p>

## CTE/ROP Veterinary Assistant I 1/2

	<p><b>*ANR/C/2.2W/WSA/G11-12/</b>  <b>(1.6)</b> Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).</p> <p><b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(2.5)</b> Write business letters:</p> <p><b>a.</b> Provide clear and purposeful information and address the intended audience appropriately.</p> <p><b>b.</b> Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.</p> <p><b>c.</b> Highlight central ideas or images.</p> <p><b>d.</b> Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact</p>		
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student complete a resume/cover letter/thank you letter/portfolio</li> <li>• Students practice mock interview with each other</li> <li>• Students dress for success on specified day</li> </ul> <p><b>Comments:</b></p>			

## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 1 - Unit 20 – Laws and Ethics (3 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Demonstrates knowledge of state laws governing limitations of job tasks delegated to DVMS, RVTs and Veterinary Assistants.</p> <p><b>1C</b> - Knowledge of leash law, nuisance law, number of dogs per house hold law, and animal disposal law.</p> <p><b>1E</b> - Knowledge of medication laws in California</p> <p><b>1I</b> - Recognizes need for confidentiality while working in an animal facility.</p> <p><b>1J</b> -Demonstrates knowledge of biomedical waste containment requirements.</p> <p><b>1K</b> -Demonstrates the OSHA guidelines when handling biohazard waste</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/ELR/</b>  <b>8.1</b> Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.  <b>8.2</b> Understand the concept and application of ethical and legal behavior consistent with workplace standards.  <b>8.3</b> Understand the role of personal integrity and ethical behavior in the workplace.  <b>8.4</b> Understand how to access, analyze, and implement quality assurance information.  <b>*ANR/ASP/</b>  <b>D9.3</b> Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.  <b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p><b>1A – 1 hour:</b> Laws governing job tasks in the veterinary hospital</p> <p><b>1A,1I – 1 hour:</b> Employee Laws</p> <p><b>1J,1K – 1 hour:</b> Bio hazardous waste laws</p>	<p>Registered Veterinary Technician</p> <p>Doctor Veterinary Medicine DVM</p> <p>Veterinary Medical Doctor VMD</p> <p>Specialist</p> <p>Sharps container</p> <p>Non Sharps container</p> <p>Occupational Safety Health Administration (OSHA)</p> <p>Biohazard waste</p> <p>Confidentiality</p> <p>Job tasks</p>	<p><b><u>Teacher Resources:</u></b>  *Textbooks:  1. McCurnin: Clinical Textbook for Veterinary Technicians  2. Baker: Introduction to Veterinary Science  3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  *Textbooks:  1. McCurnin: Clinical Textbook for Veterinary Technicians  2. Baker: Introduction to Veterinary Science  3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>

## CTE/ROP Veterinary Assistant I 1/2

**Suggestions/Assessments:**

- Textbook/workbook
- Teacher guided activities
- Student debate over ethics
- HASPI website as resource

**Comments:**

## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 1 - Unit 21 – Career Development (Ongoing)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Accesses and utilizes technology and information.</p> <p><b>1B</b> - Practices occupational safety standards.</p> <p><b>1C</b> - Thinks critically and solving problems effectively.</p> <p><b>1D</b> - Uses basic skills in reading, writing, mathematics, listening and speaking as they relate to occupation specific skills.</p> <p><b>1E</b> - Attains a comprehensive understanding of all aspects of industry the individual is preparing to enter.</p> <p><b>1F</b> - Identifies the many career pathways available in Veterinary Medicine</p> <p><b>1G</b> - Researches the career using a variety of different media options</p> <p><b>1H</b> - Applies knowledge to real world problems and situations.</p> <p><b>1A</b> - Works independently and collaboratively.</p> <p><b>1B</b> - Communicates effectively and appropriately.</p> <p><b>1C</b> - Performs reliably and responsibly.</p> <p><b>1D</b> - Knowledge of the skills and personality traits required for career in Veterinary Medicine</p> <p><b>1E</b> - Works with diverse populations effectively and respectfully.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/ELR/</b>  <b>8.2</b> Understand the concept and application of ethical and legal behavior consistent with workplace standards.  <b>8.3</b> Understand the role of personal integrity and ethical behavior in the workplace.  <b>8.4</b> Understand how to access, analyze, and implement quality assurance information.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p><b>1A-1H</b> - Job Acquisition Skills</p> <p><b>1A-1L</b> - Workplace classroom skills and behavior</p> <p><b>1A-1C</b> - Job acquisition skills/lifelong learning opportunities</p>	<p>Industry</p> <p>Collaboratively</p> <p>Business partners</p> <p>Networking</p> <p>Soft skills</p> <p>Hard skills</p> <p>Portfolio</p> <p>Ethics</p> <p>Morals</p> <p>Work moral</p> <p>Team work</p>	<p><b><u>Teacher Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>

## CTE/ROP Veterinary Assistant I 1/2

<p> <b>1F</b> - Is punctual.  <b>1G</b> - Follows directions.  <b>1H</b> - Works well with minimum supervision.  <b>1I</b> - Is cooperative.  <b>1J</b> - Takes initiative by working beyond minimum requirements.  <b>1K</b> - Meets job standards of neatness and grooming.  <b>1L</b> - Responds appropriately to constructive criticism.  <b>1A</b> - Completes an appropriate resume and job application.  <b>1B</b> - Acquires job interview techniques.  <b>1C</b> - Attains awareness of advanced career and educational opportunities.         </p>			
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Students work in animal charts</li> <li>• Students work out of textbook/workbooks</li> </ul> <p><b>Comments:</b></p>			



## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 2 - Unit 1 – Health and Safety (4 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1E</b> - Demonstrates the treatment needed for sick animals</p> <p><b>1I</b> - Demonstrates the understanding of how the x-ray machine works</p> <p><b>1K</b> - Demonstrates techniques to reduce radiation exposure through prior culmination</p> <p><b>1N</b> - Demonstrates knowledge of how to properly extubate and intubate animals</p> <p><b>1O</b> - Demonstrates the knowledge of how to properly prepare animals for surgery</p> <p><b>1P</b> - Demonstrates understanding of how to properly use an anesthetic machine</p> <p><b>1Q</b> - Knowledge of proper handling and safety on anesthetized animals</p> <p><b>1W</b> - Demonstrates the knowledge of the proper labeling requirements for the sharps vs. non sharps container</p> <p><b>1G</b> - Demonstrates knowledge of quality control documentation requirements for in-house equipment.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/HS/</b>  <b>6.1</b> Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.  <b>6.2</b> Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.  <b>6.3</b> Understand how to locate important information on a material safety data sheet.  <b>6.4</b> Maintain safe and healthful working conditions.  <b>6.5</b> Use tools and machines safely and appropriately.  <b><u>Core Academic:</u></b>  <b>*ANR/C/2.1R/RC/G11-12/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.  <b>*ANR/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.  <b>*ANR/C/2.4LS/LSSA/G9-10/</b>  <b>(1.7)</b> Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p>	<p><b>1A – 1 hour:</b> Zoonotics Diseases</p> <p><b>1B,IK – 1 hour:</b> Radiation</p> <p><b>1N-IQ– 1 hour:</b> Anesthetic gases</p> <p><b>1W-IG - 1 hour:</b> Bio hazardous waste, rules and regulations</p>	<p>OSHA</p> <p>MSDS</p> <p>Chemicals</p> <p>Sharps</p> <p>Non Sharps</p> <p>Secondary container</p>	<p><b><u>Teacher Resources:</u></b>            *Textbooks:            1. McCann: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>

## CTE/ROP Veterinary Assistant I 1/2

### **Suggestions/Assessments:**

- Student creates a poster with a zoonotic disease of study, then presents to class through a gallery walk
- Student watches a video of proper intubating and extubating techniques
- Student is assessed through a short quiz at the end of lesson

### **Comments:**

## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 2 - Unit 2 – Veterinary Laws and Ethics (4 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1B</b> - Demonstrates knowledge of the laws that require medical charts/radiographs to be kept for 3 years</p> <p><b>1D</b> - Understands the label prescription laws used in Veterinary Medicine</p> <p><b>1G</b> - Demonstrates the proper SQ injection site when giving the vaccine</p> <p><b>1H</b> - Demonstrates the proper Rabies vaccine schedule for dogs and cats</p> <p><b>1L</b> - Demonstrates knowledge of management, finance and labor issues.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/ELR/</b>  <b>8.1</b> Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.  <b>8.2</b> Understand the concept and application of ethical and legal behavior consistent with workplace standards.  <b>8.3</b> Understand the role of personal integrity and ethical behavior in the workplace.  <b>8.4</b> Understand how to access, analyze, and implement quality assurance information.  <b>*ANR/ASP/</b>  <b>D9.3</b> Understand federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.  <b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p><b>1B-1D – 2 hours:</b> Laws governing job tasks in the veterinary hospital</p> <p><b>1G-1H – 1 hour:</b> Rabies laws</p> <p><b>1L – 1 hour:</b> Management, finance, and labor issues</p>	<p>Technician</p> <p>Doctor Veterinary Medicine DVM</p> <p>Veterinary Medical Doctor VMD</p> <p>Specialist</p> <p>Sharps container</p> <p>Non Sharps container</p> <p>Occupational Safety Health Administration (OSHA)</p> <p>Biohazard waste</p> <p>Confidentiality</p> <p>Job tasks</p>	<p><b><u>Teacher Resources:</u></b>  *Textbooks:  1. McCurnin: Clinical Textbook for Veterinary Technicians  2. Baker: Introduction to Veterinary Science  3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  *Textbooks:  1. McCurnin: Clinical Textbook for Veterinary Technicians  2. Baker: Introduction to Veterinary Science  3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>

## CTE/ROP Veterinary Assistant I 1/2

**Suggestions/Assessments:**

- Textbook/workbook
- Teacher guided activities
- Student debate over ethics
- HASPI website as resource

**Comments:**

## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 2 - Unit 3 – Medical Terminology (5 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1C</b> - Knowledge of how to use correct medical and anatomical terminology when filling out medical charts.</p> <p><b>1D</b> - Knowledge of how to interpret medical terminology and abbreviations into lay terms.</p> <p><b>1F</b> - Understands the importance of right patient, right medication, right frequency, right route, right dose, when medicating animals</p> <p><b>1G</b> - Demonstrates the need for accuracy when giving directions to clients about their pet's prescriptions</p> <p><b>1H</b> - Understands the terminology used for prescriptions</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/PSCT/</b>  <b>5.1</b> Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.  <b>5.2</b> Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.  <b>5.3</b> Use critical thinking skills to make informed decisions and solve problems.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	<p><b>1C-1D – 2 hours:</b> Anatomical terminology</p> <p><b>1F-1H – 3 hours:</b> Prescription terms and abbreviations</p>	<p>Prefix</p> <p>Suffix</p> <p>Root word</p> <p>Word Origin</p> <p>Prescription</p> <p>Anatomical terminology</p> <p>Lateral</p> <p>Medial</p> <p>Anterior</p> <p>Posterior</p> <p>Dorsal</p> <p>Ventral</p> <p>Palmar</p> <p>Plantar</p> <p>Proximal</p> <p>Distal</p> <p>Cranial</p> <p>Caudal</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary            4. Cochran: Guide to Veterinary medical Terminology</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary            4. Cochran: Guide to Veterinary medical Terminology</p>

## CTE/ROP Veterinary Assistant I 1/2

### **Suggestions/Assessments:**

- OSHA website
- Teacher directed activities
- Vocabulary flash cards
- Curriculum videos
- Presentation
- Unit Exam

### **Comments:**

## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 2 - Unit 4 – Anatomy (15 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1B</b> - Demonstrates knowledge of diagnoses of skeletal injuries through x-rays.</p> <p><b>1C</b> - Understands the functions of ligaments, and tendons</p> <p><b>1D</b> - Understands the anatomy of bones</p> <p><b>1G</b> - Understands the 3 types of muscles, where they are located within the body, and their functions.</p> <p><b>1H</b> - Understanding of common terminology used for the muscular system</p> <p><b>1I</b> - Understanding of the muscular groups and their functions</p> <p><b>1M</b> - Understanding of the location of gas exchange on the capillary beds (O<sub>2</sub>/CO<sub>2</sub>)</p> <p><b>1N</b> - Understands the common terminology used to describe the cardiovascular system</p> <p><b>1O</b> - Demonstrates the different gum coloring and how that relates to blood pressure</p> <p><b>1R</b> - Understands the critical care/emergency situations when the heart stops beating</p> <p><b>1S</b> - Understands how to detect a heart murmur and what that means for the dog or cat</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/AGSP/</b>  <b>C5.1</b> Understand the purpose and anatomy of cells.  <b>C6.1</b> Know the names and locations of the external anatomy of animals.  <b>C6.2</b> Know the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.  <b>*ANR/ASP/</b>  <b>D4.1</b> Understand animal conception (including estrus cycles, ovulation, and insemination).  <b>D4.2</b> Understand the gestation process and basic fetal development.  <b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.  <b>*ANR/C/2.4LS/LSSA/G9-10/</b>  <b>(1.7)</b> Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p>	<p><b>1B-ID – 2 hours:</b> Skeletal System</p> <p><b>1G-1I – 2 hours:</b> Muscular System</p> <p><b>1M-1T – 2 hours:</b> Cardiovascular System</p> <p><b>1A-1B - 2 hours:</b> Respiratory System</p> <p><b>1D,1E – 2 hours:</b> Digestive System</p> <p><b>1N,1P,1R, 1U,1X - 2 hours:</b> Reproductive System</p> <p><b>1Z,1B – 2 hours:</b> Nervous System</p> <p><b>1H,1J – 1 hour:</b> Urinary System</p>	<p>Cells</p> <p>Organs</p> <p>Systems</p> <p>Ovulation</p> <p>Gestation</p> <p>Neonate</p> <p>Estrus</p> <p>Insemination</p> <p>C section</p> <p>Hysterectomy</p> <p>Neuter</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary            4. Colville: Clinical Anatomy and Physiology</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary            4. Colville: Clinical Anatomy and Physiology</p>

## CTE/ROP Veterinary Assistant I 1/2

<p><b>1T</b> - Understands the types of heart medication used to stimulate heart muscle in an emergency situation/cardiac arrest.</p> <p><b>1A</b> - Understanding of the location (trachea) and technique used to intubate animals for surgery</p> <p><b>1B</b> - Demonstrates the proper medications needed if respiratory arrest occurs</p> <p><b>1D</b> - Demonstrates the function of the digestive system</p> <p><b>1E</b> - Demonstrates knowledge of the lab test run for diagnostic testing on the digestive system</p> <p><b>1N</b> - Understanding of the Veterinary Technician role during a C-Section surgery on a dog or cat</p> <p><b>1P</b> - Knowledge of artificial insemination that some dogs need in order to become pregnant</p> <p><b>1R</b> - Understands the vocabulary used for the reproductive system illnesses</p> <p><b>1U</b> - Knowledge of the Veterinary Technician's role to prepare a dog or cat for a spay or neuter/and to confirm sex of animals prior to surgery prep</p> <p><b>1X</b> - Understands the hormones involved with the reproductive system in dogs and cats, and the misconceptions once the hormones are no longer</p>			
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## CTE/ROP Veterinary Assistant I 1/2

<p>present in body post spay or neuter</p> <p><b>1Z</b> - Understands the common illnesses associated with the Nervous system</p> <p><b>1B</b> - Understands the functioning of Central Nervous System, ANS, and PNS.</p> <p><b>1H</b> - Understands the meaning and location when performing a cystocentesis</p> <p><b>1J</b> - Understands the lab tests that are run on urine and the common illnesses associated with the urinary system.</p>			
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Diagrams for students to identify body systems</li> <li>• Coloring anatomy workbook</li> <li>• Reports on systems</li> <li>• Dog/Cat skeleton is labeled from students in groups</li> <li>• Identify &amp; list</li> <li>• Unit exam</li> </ul> <p><b>Comments:</b></p>			

## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 2 - Unit 5 – Breed Identification (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1B</b> - Understands the different nutritional needs for sick animals, puppies/kittens, and geriatric dogs</p> <p><b>1D</b> - Recognizes common cat breeds.</p> <p><b>1E</b> - Understanding of the different markings associated among the cat breeds</p> <p><b>1F</b> - Understands the different nutritional needs for sick animals, puppies/kittens, and geriatric dogs</p>	<p><b><u>Career Technical Education:</u></b>  <b>C4.1</b> Understand the evolution and roles of domesticated animals in society.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.3)</b> Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.  <b>*ANR/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.  <b>(1.3)</b> Reflect appropriate manuscript requirements in writing.</p>	<p><b>1B – 3 hours:</b> Dogs</p> <p><b>1D-1F – 3 hours:</b> Cats</p>	<p>Life span</p> <p>Temperament</p> <p>History of breed</p> <p>Markings</p> <p>Calico</p> <p>Manx</p> <p>Bitch</p> <p>Neonate</p>	<p><b><u>Teacher Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Curriculum videos with questions for students</li> <li>• Website research</li> <li>• Dog breed/cat breed report</li> <li>• Demonstration</li> <li>• Unit exam</li> </ul> <p><b>Comments:</b></p>				

## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 2 - Unit 6 – Handling and Restraint (4 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1L</b> - Knowledge of how to restrain dogs for SQ or IM injection properly and safely.</p> <p><b>1M</b> - Knowledge of proper dog restraint for cephalic venipuncture</p> <p><b>1N</b> - Knowledge of proper restraint technique for jugular venipuncture in dogs</p> <p><b>1U</b> - Knowledge of proper restraint cats for SQ injection properly and safely.</p> <p><b>1V</b> - Knowledge of proper restraint in cats for IM injection properly and safely.</p> <p><b>1W</b> - Restrains cat for jugular injection correctly.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/PSCT/</b>  <b>5.1</b> Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.  <b>5.2</b> Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.  <b>5.3</b> Use critical thinking skills to make informed decisions and solve problems.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	<p><b>1L- 1N – 2 hours:</b> Dogs</p> <p><b>1U-1W – 2 hours:</b> Cats</p>	<p>Handling</p> <p>Restraint</p> <p>Anatomical</p> <p>Body surfaces</p> <p>Body regions</p> <p>Recumbancy</p> <p>Unattended</p> <p>Muzzle</p> <p>Rabies catch pole</p> <p>Tongs</p> <p>Cat bag</p> <p>Squeeze cage</p> <p>Leash</p> <p>Cat net</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>

## CTE/ROP Veterinary Assistant I 1/2

### **Suggestions/Assessments:**

- Textbook/workbook
- Reciprocal teaching strategy
- Practice on dogs in classroom
- Curriculum videos
- Worksheets
- Students illustrate work in their interactive notebooks
- Demonstration
- Unit test

### **Comments:**

## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 2 - Unit 7 – Sanitation and Surgical (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Demonstrates how to clip and prepare patients for surgery correctly.</p> <p><b>1B</b> - Knowledge of how to properly tie animals to surgery table correctly and safely.</p> <p><b>1E</b> - Demonstration of knowledge used for sanitation procedures in animal medical setting</p> <p><b>1F</b> - Understands how to use and correctly maintain the centrifuge</p> <p><b>1H</b> - Understands the need for pre-blood work to evaluate if organs can metabolize and excrete anesthetic from body post-surgery</p> <p><b>1I</b> - Understands how to set out sterile packs, gowns and gloves without contaminating sterile field.</p> <p><b>1J</b> - Knowledge of respecting the sterile field while in surgery suite.</p> <p><b>1K</b> - Demonstrates how to gown and glove up to assist in surgery.</p> <p><b>1L</b> - Knowledge of how to properly prepare surgical instrument packs.</p> <p><b>1M</b> - Understanding of how to place packs in autoclave properly.</p> <p><b>1N</b> - Demonstrates how to operate autoclave correctly and safely.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/HS/</b>  <b>6.1</b> Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.  <b>6.2</b> Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p><b>1A-1H – 2 hours:</b> Patient Preparation</p> <p><b>1I-1K – 2 hours:</b> Surgeon preparation</p> <p><b>1L-1R – 30 minutes:</b> Autoclaving</p> <p><b>1S – 30 minutes:</b> Disinfectants/antiseptics/cleaning procedures</p> <p><b>1W-1X- 1 hour:</b> Instrument identification</p>	<p>Surgical specimens</p> <p>Antiseptic</p> <p>Disinfectant</p> <p>Dilute</p> <p>Secondary containers</p> <p>Storage</p> <p>Chemicals</p> <p>Eye protective wear</p>	<p><b><u>Teacher Resources:</u></b>  *Textbooks:  1. McCurnin: Clinical Textbook for Veterinary Technicians  2. Baker: Introduction to Veterinary Science  3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  *Textbooks:  1. McCurnin: Clinical Textbook for Veterinary Technicians  2. Baker: Introduction to Veterinary Science  3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>

## CTE/ROP Veterinary Assistant I 1/2

<p><b>1O</b> - Understands how to identify the correct instrument name and how they are used</p> <p><b>1P</b> - Knowledge of how to wrap a surgical pack of instruments for the autoclave</p> <p><b>1Q</b> - Knowledge of properly prepare surgical instruments</p> <p><b>1R</b> - Understanding how to set up and maintains a cold instrument tray.</p> <p><b>1S</b> - Demonstrate how to maintain sanitation procedures when cleaning kennels, runs and carriers.</p> <p><b>1W</b> - Identifies names and uses of instruments included in a basic instrument surgical pack.</p> <p><b>1X</b> - Identifies major purpose of surgical instruments.</p>			
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Textbook/workbook</li> <li>• Curriculum videos</li> <li>• Students practice placing and tying animals to surgical table</li> <li>• Practice with blood machines</li> <li>• Unit exam</li> </ul> <p><b>Comments:</b></p>			

## CTE/ROP Veterinary Assistant I 1/2

Semester 2 - Unit 8 – Physical Exam (5 hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Knowledge of proper recording treatments in the medical chart.</p> <p><b>1B</b> - Understanding how to clip nails properly and safely on the dog and cat.</p> <p><b>1C</b> - Demonstrates how to take, read and record rectal temperatures correctly and accurately.</p> <p><b>1F</b> - Demonstrates how to record respiratory rates accurately.</p> <p><b>1G</b> - Understands how to correctly elicit and record history from client in animal's medical record</p> <p><b>1H</b> - Understands how to remove sutures properly and safely.</p> <p><b>1I</b> - Demonstrates how to correctly determine the sex of kittens and cats.</p> <p><b>1J</b> - Correctly determines the sex of puppies and dogs.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/PSCT/</b>  <b>5.1</b> Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.  <b>5.2</b> Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.  <b>5.3</b> Use critical thinking skills to make informed decisions and solve problems.  <b>*ANR/PSCT/</b>  <b>5.1</b> Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.  <b>5.2</b> Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.  <b>5.3</b> Use critical thinking skills to make informed decisions and solve problems.  <b>*ANR/ASP/</b>  <b>D6.2</b> Understand the importance of animal behavior in diagnosing animal sickness and disease.  <b>D9.1</b> Know the early warning signs of animal distress and how to rectify the problem.  <b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.  <b>*ANR/C/2.4LS/LSSA/G11-12/</b></p>	<p><b>1A-1C- 2 hours:</b>            Temperature/reading a thermometer</p> <p><b>1F-1J – 2 hours:</b>            Respiratory rate, mucous membranes, capillary</p>	<p>Rectal</p> <p>Duration</p> <p>Mucous membranes</p> <p>Distress</p> <p>Coat</p> <p>Gait</p> <p>Capillary refill time</p> <p>Auscultate</p> <p>Aspirate</p> <p>Palpate</p> <p>Murmur</p>	<p><b><u>Teacher Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>

## CTE/ROP Veterinary Assistant I 1/2

	<p><b>(1.8)</b> Use effective and interesting language, including:</p> <ul style="list-style-type: none"><li><b>a.</b> Informal expressions for effect</li><li><b>b.</b> Standard American English for clarity</li><li><b>c.</b> Technical language for specificity</li></ul>			
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"><li>• Textbook/workbook</li><li>• Curriculum videos</li><li>• Student performs a physical exam on dogs in the classroom</li><li>• Unit exam</li></ul> <p><b>Comments:</b></p>				



## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 2 - Unit 9 – Medication and Grooming (5 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Administers eye drops properly and safely.</p> <p><b>1B</b> - Understands the 5 rights prior to administration of any medications to animals</p> <p><b>1C</b> - Administers eye ointments properly and safely.</p> <p><b>1D</b> - Understanding of the proper abbreviations used to define either the R or L eye</p> <p><b>1E</b> - Understanding of how to properly dispense eye medication into eye without contamination of medication</p> <p><b>1F</b> - Demonstrates knowledge of proper application of ear medication</p> <p><b>1H</b> - Understands how to properly clean a dog or cats ear</p> <p><b>1I</b> - Demonstrates how to check medication for expiration date and concentration.</p> <p><b>1J</b> - Understands how to administer oral medication correctly and safely.</p> <p><b>1K</b> - Understanding of how to administer liquid medication correctly and safely.</p> <p><b>1L</b> - Knowledge of medication storage requirements</p> <p><b>1N</b> - Knowledge of how to safely and correctly expresses anal sacs.</p> <p><b>1O</b> - Demonstrates how to correctly dilute and perform</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/PSCT/</b>  <b>5.1</b> Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.  <b>5.2</b> Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.  <b>5.3</b> Use critical thinking skills to make informed decisions and solve problems.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/A/1.3HSS/ECON/G12/</b>  <b>(12.2.2)</b> Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products</p>	<p><b>1A1E – 1 hour:</b> Eye medication</p> <p><b>1F-1I – 1.5 hour:</b> Ear medication</p> <p><b>1J-1L – 1.5 hour:</b> Oral medications-Pills &amp; Liquids</p> <p><b>1N-1P – 1 hour:</b> Bathing and basic grooming techniques</p>	<p>Protective wear</p> <p>Goggles</p> <p>Gloves</p> <p>Application</p> <p>Oral</p> <p>Administer</p> <p>Anal glands/sacs</p> <p>Express</p> <p>Dilute</p>	<p><b><u>Teacher Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>

## CTE/ROP Veterinary Assistant I 1/2

medicated dips on dogs and cats. <b>1P</b> - Demonstrates knowledge of the major classifications and uses of flea preparations.				
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"><li>• Textbook/workbook</li><li>• Student illustrates work in interactive notebook</li><li>• Student work in groups and have mock dog bathing and cat bathing techniques</li><li>• Unit exam</li></ul> <p><b>Comments:</b></p>				

## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 2 - Unit 10 – Injection Techniques (3 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1D</b> - Understanding of how to administer intramuscular injections properly and safely on dogs and cats.</p> <p><b>1E</b> - Understands the location of the sciatic nerve, and dangers associated with accidents while injecting into the muscle</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/PSCT/</b>  <b>5.1</b> Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.  <b>5.2</b> Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.  <b>5.3</b> Use critical thinking skills to make informed decisions and solve problems.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p><b>1D-1E - 3 hours:</b>            Injections/            Subcutaneous/Intramuscular/ Intravenous</p>	Intra  Muscular  Nerve  Injecting  Under the skin (SQ)  Into the muscle (IM)  Hub  Shaft  Luer lock  Bevel  Needle  Barrel  Sharps container  Plunger  Volume  Catheter tips	<p><b><u>Teacher Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>

## CTE/ROP Veterinary Assistant I 1/2

### **Suggestions/Assessments:**

- Students illustrate work in their interactive notebook
- Students watch curriculum videos on injection techniques answering the questions on worksheet
- Students learn through guided teacher practice
- Unit exam

### **Comments:**

## CTE/ROP Veterinary Assistant I 1/2

Semester 2 - Unit 11 – Medical Math (4 hours)				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1C</b> - Accurately determines volume in a variety of syringes.</p> <p><b>1D</b> - Calculates total dosage of injectable medication.</p> <p><b>1E</b> - Calculates total dosage of oral medication.</p> <p><b>1I</b> - Understands how to accurately record in patient's chart who the prescription was filled by</p> <p><b>1J</b> - Knowledge of prescription inventory</p> <p><b>1K</b> - Understands the prescription strength and addictive tendencies/lock up addictive medication</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/PSCT/</b>  <b>5.1</b> Apply appropriate problem-solving strategies and critical thinking skills to work-related issues and tasks.  <b>5.2</b> Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.  <b>5.3</b> Use critical thinking skills to make informed decisions and solve problems.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/A/1.1M/AI/G8-12/</b>  <b>(10.0)</b> Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.  <b>(12.0)</b> Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms</p>	<p><b>1C – 1 hour:</b> Metric System</p> <p><b>1D-1E – 1 hour:</b> Drug dosages</p> <p><b>1J-1K – 1 hour:</b> Prescription filling</p>	<p>Metric system</p> <p>5 rights</p> <p>Prescription</p> <p>Addictive</p> <p>Labeling requirements</p> <p>Lock up</p> <p>Concentration</p> <p>Strength</p> <p>Amount</p>	<p><b><u>Teacher Resources:</u></b>  *Textbooks:  1. McCurnin: Clinical Textbook for Veterinary Technicians  2. Baker: Introduction to Veterinary Science  3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  *Textbooks:  1. McCurnin: Clinical Textbook for Veterinary Technicians  2. Baker: Introduction to Veterinary Science  3. Bailliere/Tindall: Bailliere's Comprehensive Veterinary Dictionary</p>
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Textbook/workbook</li> <li>• Guided teacher practice</li> <li>• Worksheets</li> <li>• Unit exam</li> </ul> <p><b>Comments:</b></p>				

## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 2 - Unit 12 – Endoparasitology (3 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1G</b> - Knowledge of proper fecal flotation set up for lab testing.</p> <p><b>1H</b> - Properly sets up direct fecal smear for microscopic examination</p>	<p><b><u>Career Technical Education:</u></b>                      *<b>ANR/ASP/</b>  <b>D6.4</b> Understand prevention, control, and treatment practices related to pests and parasites.</p> <p><b><u>Core Academic:</u></b>                      *<b>ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p><b>1G-1H – 2 hours:</b>                      Fecal Exams</p>	<p>Parasitology</p> <p>Host</p> <p>Vector</p> <p>Flotation</p> <p>Fecal</p> <p>Smear</p>	<p><b><u>Teacher Resources:</u></b>                      *Textbooks:                      1. McCurnin: Clinical Textbook for Veterinary Technicians                      2. Baker: Introduction to Veterinary Science                      3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>                      *Textbooks:                      1. McCurnin: Clinical Textbook for Veterinary Technicians                      2. Baker: Introduction to Veterinary Science                      3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student parasitology workbook</li> <li>• Worksheets</li> <li>• Curriculum based videos</li> <li>• Practical exam</li> </ul> <p><b>Comments:</b></p>				

## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 2 - Unit 13 – Office Procedures (4 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1M</b> - Knowledge of proper handling of blood samples</p> <p><b>1N</b> - Knowledge of proper data dictation in laboratory reports and forms.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/RF/</b>  <b>7.1</b> Understand the qualities and behaviors that constitute a positive and professional work demeanor.  <b>7.2</b> Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.  <b>7.3</b> Understand the need to adapt to varied roles and responsibilities.  <b>7.4</b> Understand that individual actions can affect the larger community.  <b>7.5</b> Understand the importance of time management to fulfill responsibilities.  <b>*ANR/LT/</b>  <b>9.1</b> Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.  <b>9.4</b> Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.  <b>9.5</b> Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.  <b><u>Core Academic:</u></b>  <b>*ANR/C/2.3WO/ELC/G11-12/</b>  <b>(1.1)</b> Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  <b>(1.2)</b> Produce legible work that shows</p>	<p><b>1M-1N – 2 hours:</b> Lab reports and handling samples</p>	<p>Customer service</p> <p>Ethics</p> <p>Morals</p> <p>Values</p> <p>Professionalism</p> <p>Gossip</p> <p>Productive</p> <p>Proactive</p> <p>Punctual</p> <p>Polite</p> <p>Patient records</p> <p>Interaction</p> <p>Teamwork</p> <p>Hard skills</p> <p>Soft skills</p>	<p><b><u>Teacher Resources:</u></b>  <b>*Textbooks:</b>                      1. McCurnin: Clinical Textbook for Veterinary Technicians                      2. Baker: Introduction to Veterinary Science                      3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  <b>*Textbooks:</b>                      1. McCurnin: Clinical Textbook for Veterinary Technicians                      2. Baker: Introduction to Veterinary Science                      3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>

## CTE/ROP Veterinary Assistant I 1/2

### **Suggestions/Assessments:**

- Mock customer complaints among students
- Practices writing in mock charts
- Mock phone techniques among students
- Curriculum videos
- Unit exam

### **Comments:**



## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 2 - Unit 14 – Reptiles (8 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Identifies the major categories of reptiles commonly kept as pets.</p> <p><b>1B</b> - Handles and restrains reptiles properly and safely.</p> <p><b>1C</b> - Is familiar with common husbandry practices in reptiles.</p> <p><b>1D</b> - Is familiar with common sampling techniques used in reptiles.</p> <p><b>1E</b> - Knows proper nutritional requirements in reptiles.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/AGSP/</b>  <b>C9.1</b> Assess the appearance and behavior of a normal, healthy animal.  <b>C9.2</b> Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p><b>1A-1E – 8 hours:</b>                      Reptiles</p>	Restraint  Cold blooded  Husbandry  Heat lamps  Heated rocks  Diet  Nocturnal	<p><b><u>Teacher Resources:</u></b>                      *Textbooks:                      1. McCurnin: Clinical Textbook for Veterinary Technicians                      2. Baker: Introduction to Veterinary Science                      3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>                      *Textbooks:                      1. McCurnin: Clinical Textbook for Veterinary Technicians                      2. Baker: Introduction to Veterinary Science                      3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Student workbook/textbook</li> <li>• Curricular videos</li> <li>• Guided teacher practice</li> <li>• Unit exam</li> </ul> <p><b>Comments:</b></p>				

## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 2 - Unit 15 – Laboratory Animals (8 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> – Identifies the common rabbit breeds</p> <p><b>1B</b> – Identifies husbandry techniques for guinea pigs</p> <p><b>1C</b> – Identifies husbandry techniques for rats</p> <p><b>1D</b> – Identifies husbandry techniques for mice</p> <p><b>1E</b> – Identifies husbandry techniques for gerbils</p> <p><b>1F</b> - Identifies the major species of animals used in a research laboratory setting.</p> <p><b>1G</b> - Safely and correctly handles and restrains for exam and treatment.</p> <p><b>1H</b> - Is familiar with and correctly utilizes restraint devices for lab animals.</p> <p><b>1I</b> - Knows common husbandry practices used.</p> <p><b>1J</b> - Accurately sexes the type of lab animal listed above.</p> <p><b>1K</b> - Knows the nutritional requirements and feeds appropriately.</p> <p><b>1L</b> - Knows of animal welfare laws governing research facilities that utilize animals.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/AGSP/</b>  <b>C9.1</b> Assess the appearance and behavior of a normal, healthy animal.  <b>C9.2</b> Understand the ways in which housing, sanitation, and nutrition influence animal health and behavior.  <b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p><b>1A-1L – 8 hours:</b>  Laboratory Animals</p>	<p>Husbandry</p> <p>Heat lamps</p> <p>Gerbil</p> <p>Nutritional</p> <p>Animal welfare</p>	<p><b><u>Teacher Resources:</u></b>  *Textbooks:  1. McCurnin: Clinical Textbook for Veterinary Technicians  2. Baker: Introduction to Veterinary Science  3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>  *Textbooks:  1. McCurnin: Clinical Textbook for Veterinary Technicians  2. Baker: Introduction to Veterinary Science  3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>

## CTE/ROP Veterinary Assistant I 1/2

**Suggestions/Assessments:**

- Student handout/textbook
- Guided teacher practice
- Skill practical exam
- Curricular videos with guided questions

**Comments:**

## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 2 - Unit 16 – Job Search Instruction (6 hours)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1E</b> - Understanding of what should be included in a professional portfolio</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/CPM/</b>  <b>3.1</b> Know the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.  <b>3.2</b> Understand the scope of career opportunities and know the requirements for education, training, and licensure.  <b>3.3</b> Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.  <b>3.4</b> Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.  <b>3.5</b> Understand the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.  <b>3.6</b> Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.  <b>*ANR/TC/</b>  <b>4.1</b> Understand past, present, and future technological advances as they relate to a chosen pathway.  <b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p><b>1E – 6 hours:</b>            Preparing for job interviews</p>	<p>Portfolio</p> <p>Interview</p> <p>Professionalism</p> <p>Punctuality</p> <p>Presentation</p> <p>Organization</p> <p>Neatness</p> <p>Cleanliness</p> <p>Structured</p>	<p><b><u>Teacher Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary  <a href="http://www.ca.career.gov">www.ca.career.gov</a></p> <p><b><u>Student Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary  <a href="http://www.ca.career.gov">www.ca.career.gov</a></p>

## CTE/ROP Veterinary Assistant I 1/2

**Suggestions/Assessments:**

- Guided teacher instruction
- Modeling the product through guided instruction
- Student prepares their own portfolio
- Student performs mock interviews discussing their portfolio

**Comments:**

## CTE/ROP Veterinary Assistant I 1/2

<u>Semester 2 - Unit 17 – Career Development (Ongoing)</u>				
Competencies	Standards	Suggested Pacing	Essential Vocabulary	Resources/Materials
<p><b>1A</b> - Accesses and utilizes technology and information.</p> <p><b>1B</b> - Practices occupational safety standards.</p> <p><b>1C</b> - Thinks critically and solving problems effectively.</p> <p><b>1D</b> - Uses basic skills in reading, writing, mathematics, listening and speaking as they relate to occupation specific skills.</p> <p><b>1E</b> - Attains a comprehensive understanding of all aspects of industry the individual is preparing to enter.</p> <p><b>1F</b> - Identifies the many career pathways available in Veterinary Medicine</p> <p><b>1G</b> - Researches the career using a variety of different media options</p> <p><b>1H</b> - Applies knowledge to real world problems and situations.</p> <p><b>1A</b> - Works independently and collaboratively.</p> <p><b>1B</b> - Communicates effectively and appropriately.</p> <p><b>1C</b> - Performs reliably and responsibly.</p> <p><b>1D</b> - Knowledge of the skills and personality traits required for career in Veterinary Medicine</p> <p><b>1E</b> - Works with diverse populations effectively and respectfully.</p>	<p><b><u>Career Technical Education:</u></b>  <b>*ANR/ELR/</b>  <b>8.2</b> Understand the concept and application of ethical and legal behavior consistent with workplace standards.  <b>8.3</b> Understand the role of personal integrity and ethical behavior in the workplace.  <b>8.4</b> Understand how to access, analyze, and implement quality assurance information.</p> <p><b><u>Core Academic:</u></b>  <b>*ANR/C/2.2W/WSA/G9-10/</b>  <b>(1.2)</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice</p>	<p><b>1A-1HJ</b> – Job Acquisition Skills</p> <p><b>1A-1L</b> – Classroom skills and behavior</p> <p><b>1A-1B</b> – Job acquisition skills/lifelong learning</p>	<p>Professionalism</p> <p>Criticism</p> <p>Constructive</p> <p>Advanced</p> <p>Educational</p> <p>Opportunities</p> <p>Pathways</p> <p>Media</p>	<p><b><u>Teacher Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p> <p><b><u>Student Resources:</u></b>            *Textbooks:            1. McCurnin: Clinical Textbook for Veterinary Technicians            2. Baker: Introduction to Veterinary Science            3. Bailliere/Tindall: Bailliere’s Comprehensive Veterinary Dictionary</p>

## CTE/ROP Veterinary Assistant I 1/2

<p> <b>1F</b> - Is punctual.  <b>1G</b> - Follows directions.  <b>1H</b> - Works well with minimum supervision.  <b>1I</b> - Is cooperative.  <b>1J</b> - Takes initiative by working beyond minimum requirements.  <b>1K</b> - Meets job standards of neatness and grooming.  <b>1L</b> - Responds appropriately to constructive criticism.  <b>1A</b> - Completes an appropriate resume and job application.  <b>1B</b> - Acquires job interview techniques.  <b>1C</b> - Attains awareness of advanced career and educational opportunities.         </p>			
<p><b>Suggestions/Assessments:</b></p> <ul style="list-style-type: none"> <li>• Guided teacher practice</li> <li>• Demonstration</li> <li>• Perform or Identify</li> </ul> <p><b>Comments:</b></p>			